DOCUMENT RESUME

ED 350 815 EC 301 643

AUTHOR Villa, Richard A.; And Others
TITLE Restructuring for Caring and Effective Education: An Administrative Guide to Creating Heterogeneous Schools.
REPORT NO ISBN-1-55766-091-3
PUB DATE 92
NOTE 362p.
AVAILABLE FROM Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624 ($29).
PUB TYPE Collected Works - General (020) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Case Studies; *Change Strategies; *Disabilities; Educational Change; Educational Cooperation; *Educational Philosophy; Educational Policy; Educational Quality; Elementary Secondary Education; *Heterogeneous Grouping; Mainstreaming; *Regular and Special Education Relationship; School Effectiveness; *School Restructuring; Teamwork

ABSTRACT

This collection of papers offers advice on restructuring education to create heterogeneous schools, with the goal of creating happy, comfortable, and successful learning environments for all the children and adults who learn and teach in them. Section I, titled "A Rationale for Restructuring and the Change Process," contains the following papers: "On Swamps, Bogs, Alligators, and Special Educational Reform" (James H. Block and Thomas G. Haring); "The Need To Belong: Rediscovering Maslow's Hierarchy of Needs" (Norman Kunc); "Creating Caring School and Classroom Communities for All Students" (Daniel Solomon and others); "The Quality School" (William Glasser); "Collaborative Teams: A Powerful Tool in School Restructuring" (Jacqueline S. Thousand and Richard A. Villa); and "Restructuring Public School Systems: Strategies for Organizational Change and Progress" (Richard A. Villa and Jacqueline S. Thousand). Section II, titled "Heterogeneous Schooling at Work," includes: "The Franklin Northwest Supervisory Union: A Case Study of an Inclusive School System" (Richard Schattman); "Full Inclusion at Helen Hansen Elementary School: It Happened Because We Value All Children" (H. James Jackson); "Saline Area Schools and Inclusive Community CONCEPTS [Collaborative Organization of Networks: Community Educators, Parents, the Workplace and Students]" (Anne Kaskinen-Chapman); "New Brunswick School Districts 28 and 29: Mandates and Strategies That Promote Inclusive Schooling" (Gordon Porter and Jean Collicott); "The Waterloo Region Catholic School System" (George J. Flynn and Maureen Innes); and "The Winooski School System: An Evolutionary Perspective of a School Restructuring for Diversity" (George C. Cross and Richard A. Villa). Part III, "Supports for Heterogeneous Schooling," provides: "State Departments of Education: Instruments of Policy, Instruments of Change" (Richard P. Mills and Marc E. Hull); "Preparing Leaders for Inclusive Schools" (Joanna Dee Servatius and others); and "Building Community Support for Restructuring" (Marilyn R. Wessels). The final section, called "Final Thoughts about Heterogeneous Schooling," contains "Concerns about Full Inclusion: An Ethnographic Investigation" (William Stainback and others); "Beyond the Least Restrictive Environment" (Stanley L. Witkin and Lise Fox); "Inclusive

Thinking about Inclusive Schools" (Mara Sapon-Shevin); and "Learning from Children in Blended Families (Mara Sapon-Shevin). In comments introducing each section, a marriage and its resulting in-law relationships and child rearing are used as a metaphor for the partnership sought for regular and special education. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****